pals™

Phonological Awareness Literacy Screening

❑ Pre-K ☑ Kindergarten ☑ Grades 1–3

Picture Sorts

Phonological Awareness / Beginning Sounds

Materials

1. Choose 5-6 beginning sound picture cards

Picture sorts always contrast at least two sounds. A good starting point is to sort pictures that begin with /m/ and /s/. These sounds are very different from each other and can be said slowly, without distortion.

Suggested sequence for initial consonant sound sorting:

M-S; M-S-B; M-S-B-R; P-N; P-N-T; P-N-T-G-C-F; C-F-D; C-F-D-H; J-L; J-L-K; J-L;K-W-V-Y-Z

Virginia SOLs

K.4, K.7

Procedure

1. Use letter cards to head each category. Select a key picture for each sound (such as "mouse" and "sun"). Put the key picture cards under the corresponding letter. You can emphasize and elongate the beginning sound to establish the sort.

2. Shuffle the rest of the picture cards and say to the child, "We are going to listen for the sound at the beginning of these pictures. We will decide if they begin like mmmmouse or like ssssun."

3. After the teacher models the sorting process, take turns with the child until the stack of picture cards is depleted. Each time the child places a picture in a particular column, all the pictures in the column (top to bottom) should be pronounced to determine if each contains the same beginning sound.

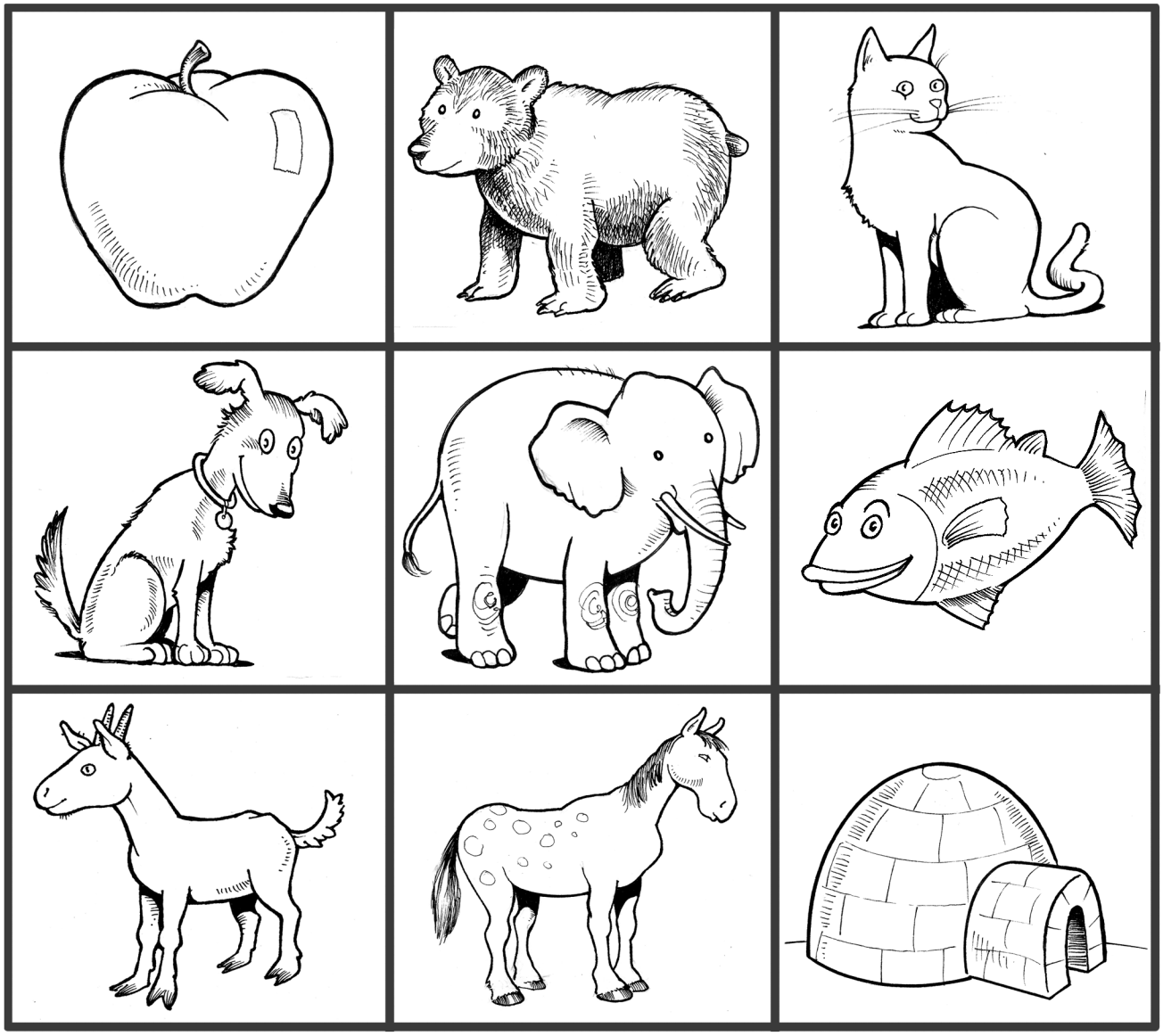
4. After completing the first sort with your help, immediately ask your child to independently sort the pictures again. The child's responses may be slow at first, but after extended practice, the child will begin to sort quickly, accurately, and with confidence.

5. EXTENSION: As a means of providing independent practice, create a file folder game that allows students to sort previously taught letter sounds. Laminate a file folder and place several velcro dots on the folder. Place one, two, or three velcro dots at the top of the file folder that will hold header picture cards. Provide students with picture cards (that also have velcro dots) of several letter sounds. Students sort the picture cards by placing the cards on the velcro dots under the appropriate header. Instead of Velcro, pockets may be used as well.

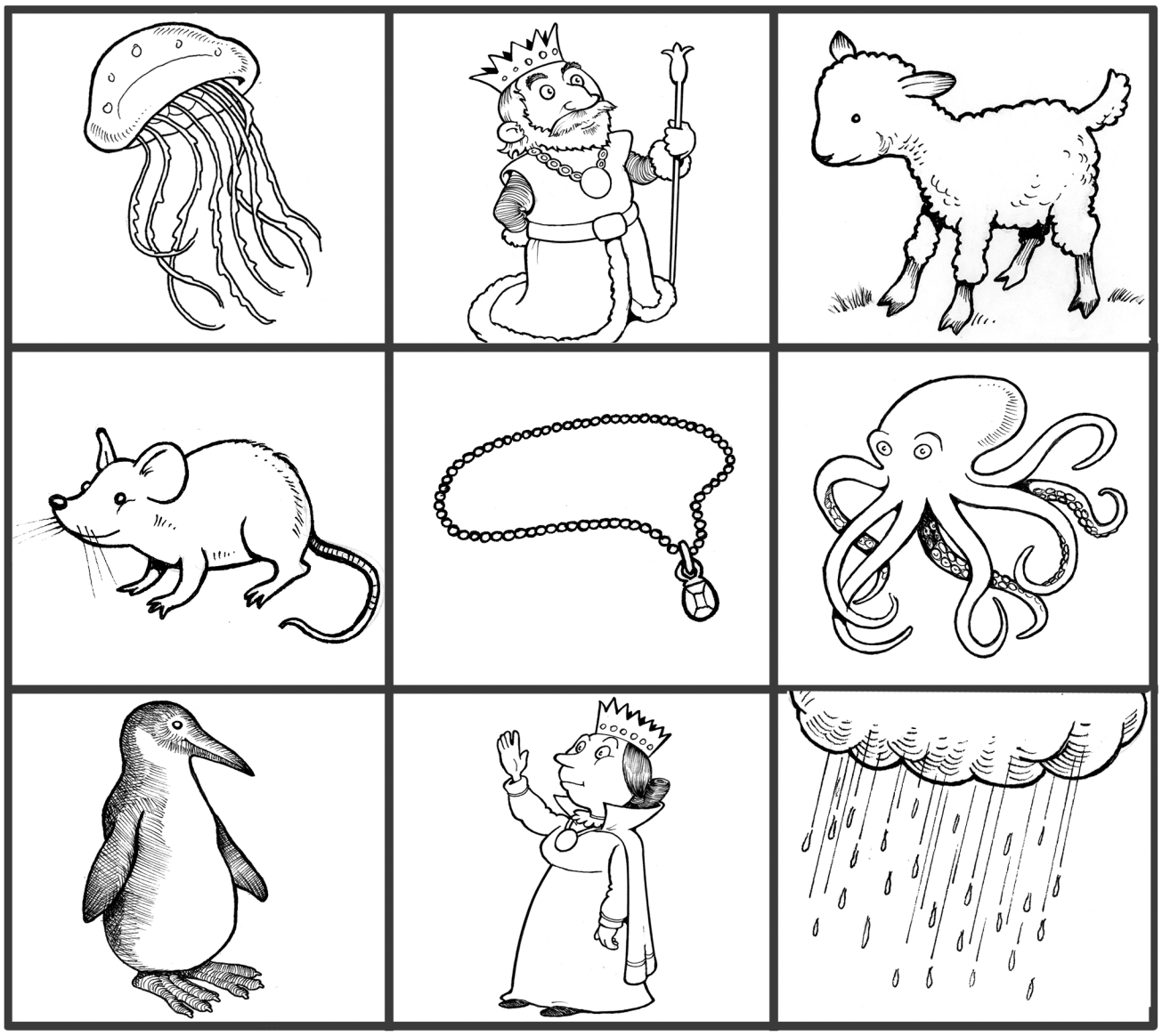
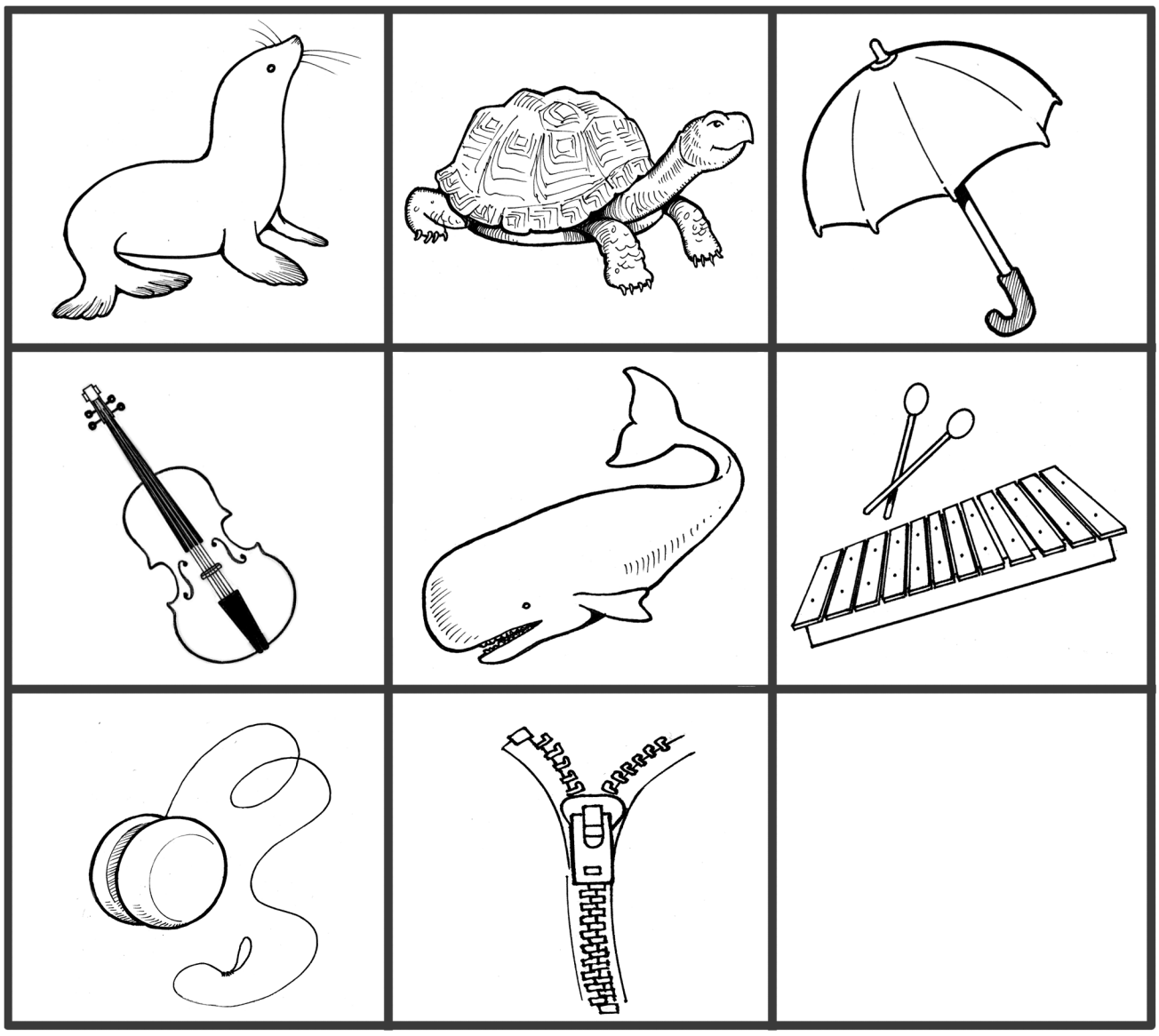
Source: Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (1999). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Merrill.

CURRY University of Virginia

A–Z Beginning Sound Cards



A–Z Beginning Sound Cards



A–Z Beginning Sound Cards